Elementary (K-5) School Visitation Action Plan

Area for Action Plan	Phase	Action to Be Taken
Leadership	Exploring	1. On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.
	Exploring	2. On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.
	Implementing	3. On-site Leadership Implementation Teams provide monthly public updates at board, staff, and grade level teacher team meetings on the MLP.
	Exploring	4. On-site Leadership Implementation Teams have identified 3-5 year performance targets.
	Exploring	5. On-site Leadership Implementation Teams have defined annual literacy performance targets.
	Exploring	6. On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to a 3-5 year MLP.
	Exploring	7. On-site Leadership Implementation Teams allocate time for professional development and time for collaboration amongst staff, with a focus on literacy achievement and effective literacy instruction.
	Exploring	8. On-site Leadership Implementation Teams are established and lead by the principal and meet monthly.
	Implementing	9. LEA Principals walkthrough all instructional settings weekly. These walkthroughs are both scheduled and random.
	Implementing	10. On-site Leadership Implementation Teams share knowledge and materials to enhance others' understanding of effective literacy instruction and embed culturally competent instruction (IEFA*).
	Exploring	11. On-site Leadership Implementation Teams provide time for and facilitate collaboration amongst staff, with a focus on literacy achievement and effective literacy instruction.

Action Items
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Beginning Date	Leadership Role	Consultant/State Team Role	Completion Date

Area for Action Plan	Phase	Action to Be Taken
Standards	Exploring	1. LEAs will align their curriculum to the MT Standards for English Language Arts.
	Exploring	2. LEAs will align their and the five components of reading*.
	Implementing	3. Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies school-wide.

Action Items			
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Beginning Date	**Leadership Role**	**Consultant/State Team Role**	**Completion Date**

Area for Action Plan	Phase	Action to Be Taken
Instruction & Intervention	Exploring	1. LEAs core reading program is SBR* and includes the five components of reading*.
	Exploring	2. Educators have the necessary instructional materials for core reading program instruction.
	Exploring	3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.
	Exploring	4. Educators adjust instruction and student placement based on progress monitoring assessment data and formative and summative data.
	Exploring	5. LEAs utilize SBR* intervention program(s) and aligned the five components of reading* addressed in each of them.
	Exploring	6. Educators have the necessary instructional materials for the intervention program(s).
	Exploring	7. Time has been allocated to provide instruction of both the core program as well as the intervention program(s).
	Implementing	8. Educators embed explicit literacy instruction across the curriculum.
	Implementing	9. Educators apply literacy skills throughout the day across *all* content areas.
	Implementing	10. Educators allocate time for students to write about the texts they read.
	Implementing	11. Educators teach students the writing skills and processes that go into creating text.
	Sustaining	12. Educators guide students' use of technology as a component of literacy instruction.

Action Items			
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Beginning Date	**Leadership Role**	**Consultant/State Team Role**	**Completion Date**

Area for Action Plan	Phase	Action to Be Taken
Assessment &	Exploring	1. An annual assessment plan has been developed and assessment procedures are clearly in place (when, where, who) for the four assessments types*.
	Exploring	2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely

Data-based Decision Making	Implementing	3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs through the use of the four assessment types*.
	Implementing	4. LEAs utilize state testing data to determine the factors for low performance in subgroups that may be contributing to failure to meet AYP.
	Implementing	5. LEAs have a specific plan for improving scores for disadvantage groups.
	Implementing	6. Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner.
	Implementing	7. Progress monitoring is systematic, documented, and shared among staff.
	Implementing	8. Diagnostic procedures are systematic, documented, and shared quickly with educators who are working with the individual students.
	Exploring	9. School data collection system is in place and technology support is available at district/school level.
	Exploring	10. A data analysis team is established and meet twice a month.
	Implementing	11. Fidelity of assessment is regularly verified checklists, outside observations, random checks).
	Implementing	12. Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress.

Action Items		
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Beginning Date	Leadership Role	Consultant/State Team Role	Completion Date

Area for Action Plan	Phase	Action to Be Taken
Professional Development	Exploring	1. Onsite Leadership Implementation Teams prepare and communicate with all educators on an annual MLP professional development plan.
	Exploring	2. LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.
	Implementing	3. Professional development is based on the student needs and goals as evidenced by student data.
	Exploring	4. Educators have received adequate professional development on the programs they are expected to teach.
	Exploring	5. Onsite Leadership Implementation Teams and educators have received professional development on all assessments and assessment procedures (who, where, when, and administration/scoring practice).
	Exploring	6. Onsite Leadership Implementation and educators have received professional development on the five components of reading*.
	Implementing	7. Educators understand the developmental progression of reading K-12 (understanding the difference of teaching "learning to read" and teaching "reading to learn").
	Sustaining	8. Systems are in place for providing professional development for new staff with regard to the MLP.
	Implementing	9. Educators have access to systems of support (e.g., observations, coaching, mentoring, and problem-solving).

	Sustaining	10. Professional development facilitates the integration of most recent reading/literacy research into the current teaching practices.
	Implementing	11. Educators receive Positive Behavior Support professional development that that includes classroom management and engagement strategies.

Action Items		
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Area for Action Plan	Phase	Action to Be Taken
System-wide Commitment	Exploring	1. LEAs have a clear continuous improvement cycle and assess annual progress toward achievement of the LEAs literacy goals.
	Exploring	2. Educators, unions, and other community partners understand and are committed to the MT Literacy Plan.
	Exploring	3. A multi-tiered system of support to provides guidance for delivering comprehensive, effective literacy instruction and assessment procedures for all students.
	Implementing	4. LEAs facilitate collaboration among all educators at all grade levels.
	Implementing	5. Onsite Leadership Implementation Teams and educators analyzes results from state, district, and school reading assessments to make informed district-wide decisions based on needs for improvement.
	Sustaining	6. LEAs align with other area programs/school to provide fluid transitions from class-to-class, grade-to-grade, and school-to-school.
	Implementing	7. Existing complementary initiatives are integrated into the MLP such as MBI* and RTI* and conflicting initiatives have been extinguished.

Action Items		
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Beginning Date	Leadership Role	Consultant/State Team Role	Completion Date

Area for Action Plan	Phase	Action to Be Taken
Community	Exploring	1. As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education

& Family Involvement		are recognized as community partners in the literacy development of children.
	Exploring	2. LEAs understand the importance of school/family/community partnerships and develop reciprocal relationships with families.
	Implementing	3. LEAs have a system in place for helping families support children's learning at home.
	Implementing	4. LEAs have a system in place for effectively communicating with families in various and meaningful ways.
	Implementing	5. Parents and/or students are involved in the problem-solving processes.
	Implementing	6. LEAs sponsor and promote literacy activities and events.
	Implementing	7. Early education programs and LEAs collaborate with each other and families to ensure smooth transitions from early education to Kindergarten and from elementary to middle school.
	Exploring	8. LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.
	Sustaining	9. LEAs establish and maintain both formal and informal literacy partnerships with families and the private and public sector to provide support to students' development and career/college readiness.
	Sustaining	10. LEAs recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.

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IEFA- Indian Education for All

SRB- Scientifically Research-Based

MLP- Montana Literacy Plan

Five Components of Reading- phonemic awareness, phonics, fluency, vocabulary, and comprehension

Four Assessment Types- screening, progress monitoring, diagnostic, and outcome

In this document Educator is defined as anyone who is providing instruction. This may include teachers, specialists, para-educators, administrators etc…

Literacy is defined as the ability to read, write, speak, listen and view in order to communicate with others effectively.

MBI- Montana Behavior Initiative

RTI- Response to Intervention